DOCUMENT RESUME

ED 402 130 RC 020 813

AUTHOR McNair, Joyce; Phillips, Ashley
TITLE One Family, One Community: Urban Indian Adult Education Program.
INSTITUTION United Indian Nations, Inc., Oakland, CA.
PUB DATE 96
NOTE 27p.; Photographs will not reproduce adequately.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education; Agency Cooperation; *American Indian Education; American Indians; Community Involvement; Computer Literacy; Cooperative Programs; Culturally Relevant Education; Educational Needs; *Employment Potential; Higher Education; *High School Equivalency Programs; *Job Skills; Nonprofit Organizations; Program Descriptions; *Urban American Indians

ABSTRACT

This report describes programs implemented by United Indian Nations, Inc. (UIN), based in San Francisco, California. UIN is a community-based, nonprofit agency managed by American Indians. Since 1979, UIN has promoted the economic self-sufficiency and self-determination of the more than 40,000 Indian people residing in the San Francisco Bay area. One of UIN's major efforts to confront the complex economic and social issues affecting the Indian community was the Community Mobilization Project, a collaboration of seven nonprofit Indian agencies that formed community councils to address issues related to health, families, education, and economic development. To improve the educational opportunities of American Indians, UIN developed the Urban Indian Adult Education Program, which aims to increase the number of American Indians who attain their GED, to improve the basic skills and computer literacy of American Indians, and to enhance the employment potential of the Indian population. This program is facilitated within the UIN Technical Training and Education Center, a computer training and education center that provides hands-on instruction and maintains a state-of-the-art computer lab. In this 12-week, full-time program, students complete courses in math, English, social studies, science, computers, life skills, group counseling, and communication. In addition, the program offers employment referrals, job-seeking support, career counseling, higher education counseling, and information and referrals to other services for Indians in the Bay area. The report also describes the program's educational philosophy, courses, and funding problems. Includes photographs. (LP)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
Sally Gallegos

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ED 402 130

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

# ONE FAMILY
# ONE COMMUNITY

**URBAN INDIAN ADULT EDUCATION PROGRAM**

**UNITED INDIAN NATIONS, INC.**

BEST COPY AVAILABLE

RC 020813

# ONE FAMILY
# ONE COMMUNITY

**URBAN INDIAN ADULT EDUCATION PROGRAM**

**UNITED INDIAN NATIONS, INC.**

**1320 WEBSTER STREET**
**OAKLAND CA 94612-3204**
**510.763.3410 F 510.763.3646**

## INTRODUCTION

Native people are interrelated and belong to one family. This system of relationships is the foundation in which our family members work together to forge a community. As family members, we respect one another and share a unique sense of cohesion that has been passed down from generation to generation. Traditional tribal communities lived in the same manner as each individual family member contributed to the well-being and strength of the entire community. The strength of the community was maintained by a delicate balance created by each person who performed a vital role in the community. It was also the responsibility of each family member to support others to ensure their ability to perform their role. Helping to meet the needs of others has always been an integral part of the Native American community. This perspective of viewing our community as family is the basis of our work at United Indian Nations in our Urban Indian Adult Education Program. We help our family members find within themselves the skills necessary to be self-sufficient in a continually changing environment. Our community depends upon the strength of each individual family member. We are one family, one community.

## UNITED INDIAN NATIONS, INC.

United Indian Nations, Inc., (UIN), formed in 1979, is an American Indian-managed, community-based nonprofit organization committed to serving American Indians who are unemployed, poverty-stricken and alienated from the decision-making processes affecting their lives. Our mission is to promote the economic self-sufficiency and self-determination of the more than 40,000 Indian people residing in the nine-county San Francisco Bay Area.

The community that we serve represents the third largest concentration of American Indians in the United States behind Los Angeles and Tulsa, Oklahoma. The population we serve consists of a diverse mix of individuals from a wide variety of tribes including over 40 California tribes. Although Pomo, Ohlone and Miwok tribes were the original inhabitants of the San Francisco Bay Area, approximately 240 various tribes from across the continent are represented among Bay Area Indians.

Indian people began migrating in significant numbers from rural reservations to the Bay Area and other major urban areas during the 1950's and 60's under the Bureau of Indian Affairs (BIA) Relocation Program. Because the BIA did not deliver on its promises of transitional assistance, relocation created a chronically disenfranchised urban Indian population. As a result, traditional Native American values of extended family and community were under attack in the cities. Our population has suffered from severe poverty, high unemployment, low academic achievement and a lack of social and economic self-sufficiency. These critical problems go hand-in-hand with the disruption of basic traditional values.

## COMMUNITY MOBILIZATION PROJECT

One of UIN's major efforts to confront the complex economic and social issues affecting our community was establishing the Community Mobilization Project (CMP) in which UIN served as the catalyst and lead agency. The CMP was a grass roots effort involving the collaboration of seven American Indian nonprofit agencies to work with our community to develop a comprehensive and community-wide organizing and planning process. The CMP solicited input from our community through a needs assessment process in the development of a long-range strategic plan to meet the economic and social development needs of our community in the Bay Area.

UIN coordinated Community Visioning Meetings, town hall-styled open forums, held quarterly over a two-year period with attendances ranging from 75 to 250 members of our community. During each gathering, community members voiced the needs of our community in relation to health care, substance abuse, families, education, youth and economic development. From these meetings, Community Councils were formed to work as task forces to define issues and coordinate strategic planning in the following areas:

- ✔ Health
- ✔ Families
- ✔ Education
- ✔ Economic Development

The Community Councils were based on principles of self-determination in developing a consensus on policy development and directions for advocacy. Once these plans were finalized, the emphasis was changed from information gathering and initial planning to the implementation of those plans.

The Economic Development Council has established a Community Development Corporation creating new economic devel-

opment projects such as the American Indian Culture and Education Center to be located in the Oakland hills. This project was created as part of the base conversion process in which UIN submitted a proposal for the Culture and Education Center to the Oakland Base Reuse Authority, the decision-making body for base reuse. UIN was successful in its request for a building and three acres of open space to be used as ceremonial grounds.

**CMP**

**Community Mobilization Project**
**Collaborating American Indian Agencies**

- **American Indian Child Resource Center**
- **American Indian Family Healing Center**
- **Friendship House Association of American Indians of San Francisco**
- **Intertribal Friendship House**
- **Native American Health Center**
- **Oakland Office of Indian Education**
- **United Indian Nations, Inc.**

**These community-based organizations collaborated in developing a needs assessment and strategic planning process for the San Francisco Bay Area Indian community, 1994-96.**

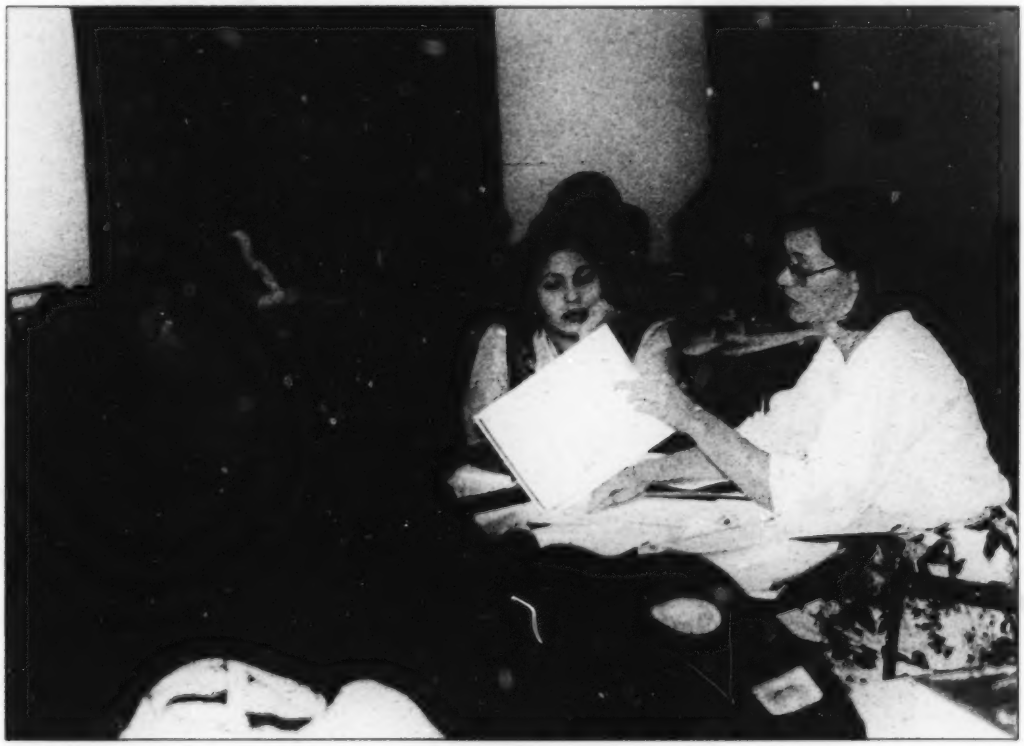
The Education Council identified priorities based upon needs presented by Indian families and their children. These priorities focused on the establishment of the American Indian Public Charter School. In February, 1996, the California State Board of Education approved the charter for the school submitted by the Education Council making it the only Indian charter school in California and one of only a handful in the country.

The Health Council has worked with CMP planners to write proposals to carry out initiatives including community gatherings to focus on health education. The Health Council has sponsored a Health Feast in which participants enjoyed a variety of natural foods and beverages as well as receiving literature and information from health specialists and educators.

## URBAN INDIAN ADULT EDUCATION PROGRAM

Critically important among our people is a lack of awareness of economic and educational options accompanied by complex barriers to gaining employment and remaining on the job. Predictably, the results have been low self-esteem demonstrated by a 50% dropout rate of Indian students before ninth grade and an over 50% absenteeism record for those who remain in school.

In order to combat the complex economic and social issues affecting our community, UIN implemented the Adult Indian Educa-



tion Program offering courses in a culturally-relevant and supportive environment. The Indian education program works toward four goal areas:

- Increase the number of American Indians who attain their GED;
- Increase the number of American Indians who are computer literate;
- Improve the reading, writing and math skills of American Indians; and,
- Improve job readiness and workforce development for American Indians.

By serving people through this program, our agency has become interwoven within the Bay Area Indian community promoting the self-sufficiency of our people. We build the capacity of individuals to help themselves in turn building the strength and capacity of the community. Providing direct services for more than 200 clients a year has become the heart and soul of our organization.

With a strong record of organizational stability since our 1979 beginning, UIN builds a unique sense of community in our diverse Indian population in the Bay Area based on traditional tribal values common to all Indian cultures. Our agency serves as the foundation for implementing strategies for the economic and social development of our community. We intend to help make our community healthy and whole by knitting together the social fabric of our lives with the threads of ancient and enduring Native beliefs in order to function more effectively as an interdependent community within the broader society.

## UIN-TECH
## UNITED INDIAN NATIONS TECHNICAL TRAINING AND EDUCATION CENTER

The Indian Adult Education Program is facilitated within UIN-TECH, United Indian Nations Technical Training and Education Center. UIN-TECH is an innovative computer training and education center providing hands-on instruction within a culturally-sensitive and culturally-relevant learning environment. In addition to classroom space, UIN-TECH maintains a state-of-the-art computer lab with over 30 Novell networked computers with the most recent versions of applications in word processing, database, spreadsheets and desktop publishing. The network also provides Internet access and software allowing students to surf the 'net and create their own web pages. This recently implemented project offers students the most effective computer training program for American Indians.

UIN-TECH facilitates the Adult Indian Education Program and offers:

- basic skills education
- job skills
- GED preparation and attainment
- computer literacy training.

UIN also maintains services that provide students and additional clients:

- employment referrals and resources
- job-seeking support
- career counseling

- referrals for additional higher education options
- information and referrals for other services for Indians in the Bay Area.

In addition to these listed services are a number of intangible services that are indirectly provided by staff and current students in the program. Because Native Americans are dispersed throughout the Bay Area, there is no one neighborhood or area of town where Indians congregate. Therefore, Indian agencies like UIN have become places where Indians come together as a community. Past students, newcomers to the Bay Area and community members often stop at UIN for support and information or to just say 'hello'.

From these services have come many positive developments as well as innumerable success stories. Many of our students who did not complete high school but completed our training programs, are gainfully employed, enrolled in college, or enrolled in other forms of higher education. Some of these past students have even opened their own businesses and are now hiring other Indian students completing the training program.

For the past four years UIN has provided Indian adult basic skills education through an arrangement with the Oakland Adult School of the Oakland Unified School District and Laney College of the Peralta Community College District. The Oakland Adult

School provides a social studies teacher while the arrangement with Laney College provides math and English teachers. These teachers are invaluable to the Education Program and are a conduit for our students to enter into the Oakland Adult School program or enrolling at Laney College.

UIN also has a special evening class called *Step to College* in conjunction with San Francisco State University. This class offers students an opportunity to work with a teacher provided by SFSU to help with paperwork, taking the SAT, gaining study skills and preparing the student to enter into the college environment. Tours of the SFSU campus are taken and meetings are made between students and potential program departments and professors.

In Spring 1996, UIN made special arrangements with D-Q University, a tribal college located at Davis, California, to serve as a satellite campus. Certain courses offered at UIN-TECH will count for credit towards D-Q's accredited program. Many of our past students are currently enrolled at D-Q gaining associate degrees.

## THE UIN-TECH REGULAR CLASS DAY

The Adult Indian Education Program is a 12-week full-time program for 25 students each quarter who participate in math, English, social studies, science, computers, life skills, group counseling and communication classes to prepare students to take their GED tests, to further their education, or to enter or re-enter the workforce.

Students gain more than applicable skills from offered classes. A true sense of bonding and community forms during each class as students are encouraged to help one another and to cooperate within this culturally-sensitive and culturally-relevant environment. Because Native Americans makeup less than one percent of the total population of the Bay Area, our students often say that they have never attended school with other Indian students until they entered UIN's Education Program. In addition, Indian students rarely find their cultures represented in the curriculum of other schools. Historic and modern-day Indian role models are often absent from classroom educational books and materials. Our students report that Indian youth are often mocked in schools if they wear traditional outfits, long hair or braids, or speak of their American Indian heritage.

Existing Adult Education programs in the Bay Area are not utilized by Indian adults because these programs do not meet their social and cultural needs, nor do they address the multiple barriers to education and employment faced by urban Indians. These barriers include:

- teaching styles that are incongruent with Indian values
- stereotypical images of Indians in curricula
- alcohol and drug use
- lack of transportation
- the highest rate of family poverty of any ethnic group
- lack of Indian role models
- low self-esteem.

## EDUCATIONAL PHILOSOPHY

The success of our program depends upon UIN's unique comprehensive and integrated approach to teaching adult Indians. We have incorporated into our basic curricula cultural materials about Indians in recognition of inconsistencies between value systems of Indians and dominant western culture. We understand that many of the issues facing Indians today stem from conflicts in values systems. We often discuss with students how we as Indian people can work within a non-Indian environment and yet maintain our Indian identity. Although this task is very complex, our students often rely upon each other for peer support and learning, and sometimes a shoulder to lean on.

Our cultural values include sharing, cooperation, harmony with nature, and a deep respect for our elders and our spiritual ways. We learn through observation. Our teachers have by necessity a knowledge of the fundamental elements in Indian philosophy in order to overcome any cultural barriers between themselves and their Indian students. Our teachers do not assume that our students' values and manners of behavior are identical with those of the dominant culture because we know that our Indian values remain intact whether we live in cities or on the reservation. We also promote the perspective that all Indians are not alike but we have similiar belief systems. Our diversity and intertribal form of community is a binding and identity forming factor.

Our teaching methods are characterized by features such as an emphasis on visualization and graphic metaphors that build on the strengths of our students such as our computer literacy class which uses Microsoft Windows as its operating system. These visualization skills have not been valued in the educational systems of the general population. This failure to recognize different ways of learning has led to much frustration and failures by many Indian students. Forty percent of Indians who enroll in other training programs do not complete.

The instructors realize that gaining the trust of their students is a major factor in helping to ensure their success. For most students the transition from life on a rural reservation to the urban environment can be traumatic. Urban Indians often feel isolated and alone

"My experience at UIN has been one of the best times I've had in a long time. I came here mainly for the computer class, but I ended up taking the math and English classes and I am glad I did. I liked math the most because what I learned also helped me to help my children in doing their homework and that made me feel so good and proud of myself that I could help them whereas before I wasn't able to.

The best part for me being at UIN was meeting the other students. I made some good friends, had a lot of fun laughing and joking around with them. Without the staff's encouragement and support, I don't think I would have the nerve to get up and get out of here, to do something else. For this I thank them very much."

**— Naomi Harjo** Creek

making these experiences challenges to overcome in order to succeed. Students do succeed at UIN because we have incorporated several features that allow staff to have frequent and close contacts with each student. Our teachers and staff often sit among our students to answer questions, offer encouragement and simply provide support when needed.

The success of our Indian Adult Education Program in motivating students to complete the program is linked to our case management system. All students are assigned to a case manager who develops an Individualized Education Plan as the students' goals become clearer. Weekly meetings attended by our staff are held to discuss student performance and behavior. Potential problems are identified early and the case manager



BEST COPY AVAILABLE 

immediately discusses problems with students. If needed, the full array of UIN social support services is tapped into and appropriately utilized. These services include vouchers or referrals for:

- child care
- hot meal program
- food bank
- clothes bank
- emergency housing
- health care

Mentoring is a key component of the case management approach. Indian mentors are paired with participants to increase one-on-one Indian contacts and to help participants access other services to meet the challenges of the urban environment. Mentors are recruited from UIN alumni, our business and community leaders, and graduate and undergraduate American Indian students.

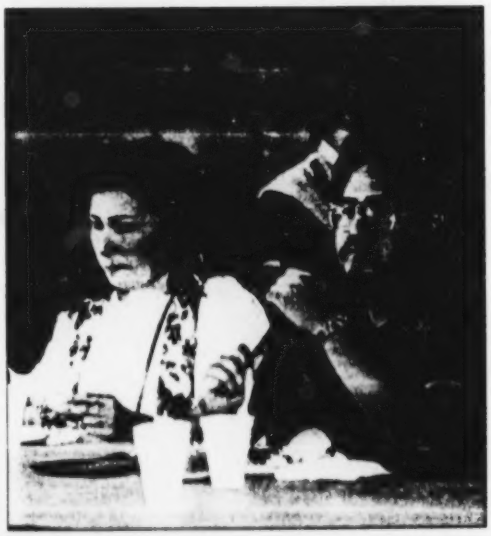
A unique form of counseling is built into our Adult Education Program. The "Talking Circle," led by psychologist Dr. Ethan Nebelkopf, helps prepare our students for the workplace through self-help. The "Talking Circle" meets three hours a week on Friday mornings and serves as the basis of the support group with an emphasis on personal responsibility. It is a time where everyone is equal and where everyone shares as an equal. Each person has a say about what has meaning to the individual.

Ethan explains, "I look at individual and social change as two sides of the same coin. I really believe in the self-help approach for individual change. I don't change you. Through listening, idea sharing, and sharing personal experiences, students may get

"UIN certainly has played an important role at this point of my life. When I first arrived here I wasn't sure what I wanted from UIN. As time went on, my goals became more clear. The guidance of the staff helped me achieve my potential in the classroom. With their support, my responsibility to show up for my commitments increased to establish a routine of regular work hours that I will be able to carry with me into whatever field I choose. All of the wonderful teachers have helped me achieve discipline to develop good study habits.

The fellowship with my Indian brothers and sisters has shown me that as an Indian community we are capable of supporting one another so that we are able to achieve our goals. Together we can unite and overcome adversity and stand proud as an Indian Nation. UIN is a place to find the pride and self-sufficiency within ourselves to help our community. UIN is a great resource of strength and support. I walk away richer in my belief in myself as an intelligent, productive, Native American woman. Aho."

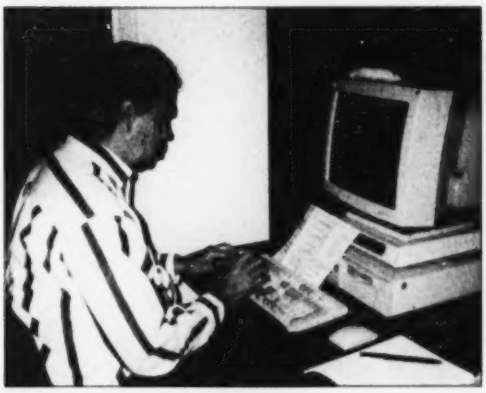
**— Ocelia Slinkey** Navajo



something and heal. As people tune into that process of healing, they begin helping themselves, then society changes. Community building is a key in all of this. Through building of a community, self-help, and peer support, positive things will happen."

Our classes are structured in ways that allow shy students who rarely speak in classes or been a part of group discussions to participate comfortably. At UIN, students tend to open up more because they have developed a sense of closeness with their fellow classmates. Their sense of belonging, of being Indian, is reinforced in a setting that for many is like home. Because classes operate more like a family, bonding between classmates make them more like brothers and sisters.

In addition, we provide positive support through staff reinforcement and recognition of student achievement. Our staff maintains contact with students both in and outside the classroom during social events such as lunchtimes and potlucks. Students also receive a Certificate of Completion during a graduation ceremony and celebration held on the last day of the 12-week program in which family and friends and other community members are invited to attend. This special event allows the community to recognize and support the educational achievements made by our students.



"One day I contacted UIN. I was in need of employment, a job so I could support myself and my family. The staff at UIN was willing to help me in a way of getting started and getting a job. I ended up studying for my GED, a combination of studying mathematics, computers, science, social studies, and spelling. All this is new in my life. I enjoy going to class and studying and I made some friends. The school made me a better person and I got an education."

**— Ben J. Watson** Navajo

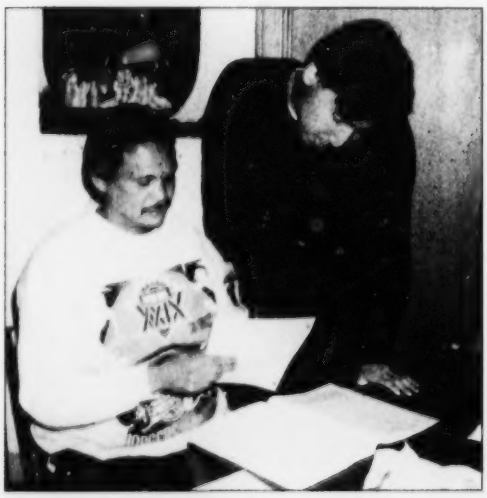


BEST COPY AVAILABLE

## THE CLASSES

Computer literacy classes are an introduction to computers that includes an overview of the computing world that describes the types of computers and computer terminology. Hands-on styled instruction accompanied by user-friendly tutorials guide students through basic levels of applications found within the Microsoft Windows environment. Many of our students progress quickly to more advanced levels of each application.

The English class focuses on reading and writing. Students do some form of reading and writing every day including journal writing as an activity to develop fluency. Other daily activities are creative writing and essay writing. For writing essays the focus is on narrative, persuasive and descriptive forms. Creative writing focuses on vocabulary development, use of language, and playing with form, tone and mood. The basics of sentence structure, use of commas, hom-



onyms, apostrophes and quotation marks are also covered. All students continually review, revise and proof-read their own and each other's work.

The math class prepares students in computational skills that are essential for everyday functioning, to prepare for other math courses, to satisfy minimum vocational certificate requirements, and to prepare for basic math tests for the GED, SAT or for other required tests.

The social studies class incorporates Native American perspectives into the curriculum and addresses the exact requirements found on the GED test. Reading and writing, researching, problem solving, creative thinking and critical thinking are all elements found in the social studies class.

The 'true expressions' class examines communication skills required in the work environment. Public speaking, working in small groups, group dynamics, expressing yourself and your ideas appropriately, specific skills in communicating with others and job interview skills are all found in this out-of-your-seat styled class.

The job skills training class dramatically demonstrates the kind of teaching that makes UIN unique in educating urban Indians. The class intends to do the following:

1. Build social support among the students.
2. Help students identify and understand the practical and psychological obstacles that have prevented them from learning in the past as a way to open up learning in the present.
3. Provide an opportunity for students to learn from instructors and each other skills which can enhance learning in the classroom, at work and at home.
4. Provide an opportunity for students to ask questions about their learning and to give suggestions on how current classes could be improved.
5. Learn a variety of job search skills which are fundamental to enhancing success during the job search process such as résumè writing, interviewing skills, job searching skills and filling out applications.
6. Build self-confidence with learning and job search skills so that the student feels that they have options regarding future classroom training, on-the-job training or getting a job.

In addition to these listed classes are a number of opportunities to bring in guest speakers to discuss various topics related to workforce preparation, retaining cultural vaues and traditions, and issues affecting the Native community. Field trips are often taken to offer students opportunities to visit and observe businesses first-hand.

"I'd like to give thanks to the staff and the instructors for having patience with me in this twelve-week course. I feel very fortunate to have been a part of this group here at UIN. I am thankful for everyone's support. It meant a lot to me. Responsibility was a large part of my learning. I've set goals that I felt could be easily obtained without chance of failure and discontent. I also learned how to manage my time a little wiser than I had in the past. I learned to be more patient with others as well as with myself. That for me was one of the toughest tasks for me to handle but somehow I managed. Studying was another tool that I hope to use in the near future when I get to college at San Francisco State University in the fall. Learning to prepare for jobs, writing resumès, and how to conduct myself at an interview will take me a long way. Out in the real world I've learned to take care of important things first instead of pleasure. Therefore I took advantage of what UIN has to offer."

**— Dale E. Jim** Cocopah

## THE RESULTS

The results have been astounding. "The impact is staggering," says Rachel Abloogalook, Education Specialist. "UIN sometimes becomes a home base for many participants. This place kind of becomes their own Indian center. After the program we sometimes have a hard time getting rid of them." Explaining some of the differences between UIN's adult education program and other educational programs, Rachel commented, "Some of our younger students who have dropped out of high school have come through the UIN adult education program and received one-on-one attention. They will say that they are actually learning something here that they didn't learn in the public school system."

Rosie Irwin, Job Training Partnership Act (JTPA) Coordinator, says, "The way we work together, we include our cultural background. The teachers are trying to use a lot of Indian materials in the classroom and students can do their own research about the tribes they belong to. A lot of our Indian students are trying to find an identity with something, trying to belong to something. Some of them join gangs and do drugs, but, many of them are drawn here. Some of them are finding for the first time something to identify with."

Rosie believes that students have a chance to regroup and gain a grounding at UIN. "They get a view of what they need. They begin to see that they need more training after 12 weeks for specific types of work. Here they get emotional support and private attention. They need a lot of attention. They learn at their own pace and teachers learn what works best with each student. I think some of them really do need that personal attention to keep them going outside of here. If staff didn't give that type of attention they may not be able to make it. But because of our staff, students are a little more positive. A client who becomes aware of what's available to them out in the community, can make a change for themselves in terms of what they think. Success is becoming aware of all these opportunities."

"As a student at UIN I had the opportunity to build up my vocabulary in English, writing, and speech. Also it is an opportunity to get a GED so I can get a better job and advance to a higher level whether it's on a job or going to college. While at UIN, I made new friends that are Native and that made me comfortable. It made it more enjoyable to continue my goals to succeed in going to school and get an education.

In my opinion I would encourage other Native Americans to take advantage of the resources they have here at UIN. It is a place where people care about your future and want to help because some of the people have experienced the same challenges of life in the urban area."

**— Algene Washington, Sr.** Shawnee

## WHAT THE FUTURE HOLDS FOR THE INDIAN ADULT EDUCATION PROGRAM

At UIN we will continue to build on our record of preparing urban Indians with the tools necessary to be self-sufficient and self-determined within a culturally-relevant environment. We have a strong record of preparing over 200 Indian students each year to enter the job market or to pursue further educational opportunities. Our record is impressive and we are having a positive affect on the capacity of our community to be self-determined.

The funding for the Adult Indian Education Program is provided primarily from governmental contracts. Our main sources of funding are the Job Training Partnership Act (JTPA) under the U.S. Department of Labor and the Office of Indian Education under the U.S. Department of Education.

While we have received funding from JTPA for the past four years, we have seen this source decrease significantly each year. FY 1996 saw a decrease in funding by 40% and the projections for FY 1997 show an additional reduction of 40%. Although our DOE funding was a five year award, six months into its first year, we received notice that the Office of Indian Education was not included in the federal budget bill passed through Congress and signed by the President. Our funding from DOE will be cut after its first year.

These dramatic decreases in funding jeopardizes the continuation of the Indian Adult Education Program at UIN. These tremendous cutbacks will not only affect the training and education of more than 200 individuals but will also affect the growth of the capacity of the urban Indian community to be self-sufficient.

We are working to recover these losses by transitioning our funding sources to other areas including private foundations, individual donors, corporate donations and our

## SPECIAL STUDENT FOCUS

Jerrold Dale, a member of the June 1996 graduating class has a poignant and powerful story in which UIN has played a significant role. Jerrold, Navajo, went through the adult education program in 1994, but because he had an alcohol and drug problem, was eventually asked to leave the program before completing the course. After leaving UIN, Jerrold went to a recovery home and got the help he needed. He has now been clean and sober for over one and a half years. He proved to himself as well as to others that he could do it. He came back to UIN and was able to persuade the staff to allow him to return to the adult education program.

He considers the training that he has received at UIN a stepping stone to his future endeavors. He wanted to upgrade his reading and math skills and he has been able to do that here. Although he has a high school diploma, he acknowledges that alcohol and drugs had a negative effect on his education and he needed to refresh his skills. At UIN-TECH he has also learned Microsoft Word, the Internet, and Paintbrush. In high school, Jerrold learned mechanical, technical, and architectural drafting and has been drafting for a long time. With his computer training combined with his drafting experience, he has a chance to explore job opportunities in building and construction trades.

The staff at the recovery home were so impressed with him that they have asked him to return to work there on weekends as a staffmember. He has also been offered a two-year scholarship in substance abuse counseling at San Mateo College.

During his service in the military, Jerrold was brought up on charges for cocaine abuse. Because he was given a medical leave rather than a dishonorable discharge, he has the opportunity to return and complete his tour of duty and he is considering doing that.

Jerrold says that he is "doing good" but he admits that he is also a little confused at all of the choices that are now available to him. The staff of UIN congratulates Jerrold for having the perseverance and the courage to come back and be in a position to have choices.

"Coming to UIN, I've been able to set goals for myself. Completing this semester and graduating, I can set other goals. Learning to work with computers was easier than I thought. I learned how to write a resumè, and I brushed up on my math, reading and punctuation. I also learned to discipline myself on getting up on time and getting enough rest. I like the Friday potlucks, good food and conversation and, a nice way to end the week. I felt my time here learning was well worthwhile."

**— Robby Tikik** Eskimo
(Since leaving UIN, Bobby has completed CNA training.)

own economic development and revenue generating components. However, this transition will take time and may not be able to recover the loss in time in order to keep the education program intact. Continuation funds for our greatly needed program is required through our funding transition.

Survival of our program is dependent upon our ability to adapt to a changing funding environment. However, these recent cutbacks exceeded our expectations. We are very concerned for our community and for the economic well-being of our people.

## CONCLUSION

Our community is one family. We are interrelated and rely upon each family member to play a role in the community. We help others who are in need to ensure the ability of our community, our family, to remain strong and adapt to a continually changing environment. The Urban Indian Adult Education Program of United Indian Nations works to build community by reinforcing the ability of our family members to find within themselves the skills necessary to be self-sufficient. The survival of our community depends upon our traditional perspective passed from generation to generation to help others in need. We are one family, one community.


## ACKNOWLEDGEMENTS

**ONE FAMILY ONE COMMUNITY**

Written by **JOYCE McNAIR** and **ASHLEY PHILLIPS**

Layout and Design by **ASHLEY PHILLIPS**

United Indian Nations, Inc.

Sally Gallegos, Executive Director

1320 Webster Street

Oakland, CA 94612-3204

T 510.763.3410

F 510.763.3646

uin@hooked.net

**UNITED INDIAN NATIONS, INC.**
1320 WEBSTER STREET
OAKLAND CA 94612-3204
510.763.3410 F 510.763-3646